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Montana Journal

Association for Health, Physical Education, Recreation and Dance

Spring 1991

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Montana Journal of Health, Physical Education, Recreation and Dance

Spring 1991

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MONTANA JOURNAL
OF HEALTH,
PHYSICAL EDUCATION,
RECREATION AND
DANCE

MAHPERD

Spring 1991

Montana Association for Health, Physical Education, Recreation and Dance

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Viewpoints expressed in this publication are those of the authors and do not necessarily reflect official policy of the Association.

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MAHPERD Business

From the Editor...

Please note an important change in the publication of the *Montana Journal.* The submission deadline date for the Fall edition has changed from August 15 to September 15. You will not, therefore, be receiving your journal until late October or early November. The fundamental reason for changing the deadline date is due to the serious lack of submission at that time of year (August). Perhaps this is because many of us are either enjoying long awaited and well deserved vacations, or laboring to get prepared for a new school year. In any case, it is the hope of the editorial staff that submission will increase with the new deadline date.

Several other reasons exist for changing the Fall submission deadline. First of all, the MAHPERD membership typically pay association dues during the registration process for the Fall convention. This means that any "new members" do not receive the *Montana Journal* until Spring. Though the new members receive the Fall edition the following go around, it is our contention that a year's dues should include both editions for the year registered. The delayed deadline date will allow the editorial staff to receive an updated membership list and include all members who registered during the convention process. Receiving the *Montana Journal* shortly after attending the conference will, we hope, entice new members to remain members.

Another reason for changing the deadline date is to allow the editorial staff to report on the annual convention after it happens, not five or six months later. With a later publication date, we can include convention photographs, awards, keynote addresses, and perhaps important decisions made by the MAHPERD Executive Board during both pre- and post-convention meetings. Furthermore, as it is now, you open up the front cover of the Fall edition to find the titles, names, addresses, and phone numbers of the previous year's MAHPERD Executive Board because the deadline and publication dates precede the convention elections. With the new submission and publication dates, you will be provided with the up-to-date Executive Board list.

By changing the Fall edition submission date, then, we hope to: 1) increase submissions by members; 2) make available to the membership both editions of the *Montana Journal* for the year subscribed; and, 3) emphasize the annual convention and elections. Since the promotion of the annual convention is now handled via a separate mailing (including membership and convention registration forms), the *Montana Journal* need not be used as the vehicle to advertise the convention. Besides, the promotion of MAHPERD (including the convention) should be handled separately in an attempt to reach all allied professionals, not just paying members. Membership and conference

attendance should increase due to separate promotion because we target prospective newcomers. The *Montana Journal*, then, can concentrate on enticing new members to become habitual members.

The editorial staff again encourages you to become active members in the publication of the *Montana Journal*. We want you to share your ideas, techniques, experiences, and research that may otherwise not reach a professional audience. You may feel that your ideas aren't worthy of publication; but, you'll never know unless you try. Just as there is no such thing as a foolish question, there is no such thing as a "foolish idea" for an article. What you contribute may be the enriching, enlightening, refreshing new perspective your colleagues have been seeking. It may be a contribution that will be valued for years to come.

The strength of any professional organization is enhanced proportionally by the contributions of its members. A diversity of articles from a broad spectrum of facilities will make the *Montana Journal* a stronger publication. The editorial staff is ready to help you get your contribution into print. We encourage you to forward a manuscript or an inquiry about our interest in your subject. We hope to hear from you soon.

Clarence "Gene" Burns, Editor
Dept. of Health & Physical Education
University of Montana
Missoula MT 59812

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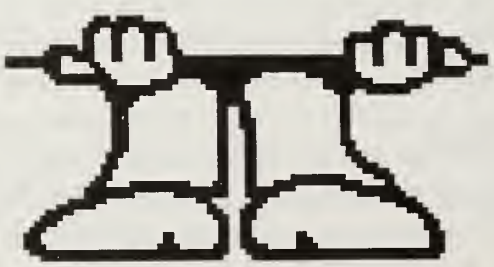

President's Message

Let me first of all recognize those members of our organization who have been activated and are serving the United States in various capacities around the country and in the Persian Gulf. We wish them a safe and speedy return and our thoughts and prayers are with them and their families. Mike Fischer, from Manhattan, is the only MAHPERD member that I know who has been activated. His mailing address is:

SSG- Michael Fischer
517-52-7367
HQ, VII Corp. Rear (IG 50 MHD)
Operation Desert Storm
APO, New York 09756

I am sure that he would welcome mail from many of his friends and professional colleagues. if you have knowledge of any others, please share their names and addresses with me.

Even as our nation faces war in the Middle East, our professions are facing a war of a different kind here at home. Once again Health and Physical Education programs are coming under attack around the nation. Although this attack is primarily aimed at the university level, the very real result is that teacher preparation programs and perhaps even school health and physical education programs will be impacted. We should all be very concerned that HPERD programs are under threatening review in at least 31 states. Reviews that could result in reorganization and loss of program identity, reversion of resources, and even elimination. In the state of Oregon, the College of Human Performance and Development at the University of Oregon has been eliminated effective June 30, 1991, and all undergraduate teacher preparation programs in the College of Education. The School of Health, Physical Education, and Recreation at Portland State University has been slated for elimination. The teacher preparation programs in Health and Physical Education at Oregon State University have been eliminated, and the Health and Physical Education Department Southern Oregon College has been eliminated. All of these actions are a result of severe budgetary shortfalls, and all have been taken by the respective presidents of these colleges and university. Clearly, the actions have eliminated some of the best programs in the nation, and certainly in Oregon school health and physical education will be severely impacted.

In the state of Montana we face budget shortfalls that are similar to those being faced in other states. Our legislature is being challenged to provide adequate funding for our public schools and our universities. In the event that there is no increase in the allocation to education, there will likely be a resetting of priorities for programs. In preparation, I challenge each of you to reflect on the role of Health and Physical education in your school or college and to develop a succinct statement of the centrality of your program to the well being of people, our culture, our communities, and the children in our schools. We must be ready to be our own spokespersons, for all programs will likely be placed under the same microscope and it is likely that program and curriculum elements will all be competing for shrinking resources. We need to be ready so that we can respond quickly and articulately should our programs become threatened.

On a more pleasant front, I am pleased to be able report that we have several outstanding presenters who have accepted an invitation to participate in the MAHPERD conference in October in Bozeman. I have chosen to focus the conference in two main areas: issues related to public

school/university partnerships in the preparation of teachers and methods of working with children. Leading these presentations and discussions will be Dr. George Graham, Dr. Don Hellison, Dr. Don Morris, and Dr. Jim Stiehl. All of these individuals are employed by universities but have active cooperative programs with public schools, and all are much sought after as presenters. They are on the cutting edge of pedagogy in our profession. The other area of focus is soccer, since this sport has been approved as a competitive sport for our public schools. To this end I have a commitment from Mr. Bobbie Howe, the National Coach of the USA Under 20s soccer team and we will present a series of workshops for soccer with different age groups. These national presenters will be complemented by professionals from Montana and the region.

I am excited about our MAHPERD organization and I am committed to the principles upon which it is founded. I look forward to seeing you in October in Bozeman.

Alex McNeill
Dept. of Health & Human Development
Montana State University
Bozeman MT 59717

P.S. Invite a colleague who is not a member to attend our conference. Given our keynote speakers, I think that it would be especially appropriate to invite elementary teachers who are not necessarily physical education specialists.

What are *you* doing to promote

NATIONAL PHYSICAL

EDUCATION AND

SPORT WEEK?

May 1-7, 1991

A WORD FROM THE STATE SUPERVISOR

A new Rocky movie out? I didn't know. I never even heard anything. Is Stallone in it? Does he fight a Russian? Mr. T? What's that you say, it isn't a move? Well then, what is Rocky VI?

Well Rocky is the nickname given to the Rocky Mountain Health Promotion Conference held annually in Montana since 1985. It was designed after the nationally recognized "Seaside" conference in Oregon which is considered the model for the recent national movement toward state wellness conferences.

The conference is designed to look beyond a health curriculum as a way of promoting health in a school. It is based on the concept that students can be influenced to engage in healthy lifestyle behaviors only if the school environment is consistent with what is being taught in the classroom. The focal point of this concept is school teachers, administrators and other staff that serve as positive role models for students.

With participants from all sectors of the "adult school community," the primary focus of the conference is on personal health and growth. Participants are encouraged to attend program sessions that are of personal interest to them as well as to their school. The end result of the conference is the development of two work plans by the participants. The first is an individual "contract" whereby a participant selects some health-oriented area in which to improve their lifestyle. This is a personal, private commitment. The second is a "team" action plan whereby the team from an individual school or district develops an action plan designed to incorporate into their district a wellness program for their staff and faculty.

The program format for most wellness conferences, including Rocky, consists of general sessions for all participants dealing with broad health-related topics such as stress control, physical fitness or nutrition. These are provided by keynote speakers from across the country. There are also breakout sessions where participants select from a variety of programs to meet their individual needs. These may consist of programs like smoking cessation, exercise, yoga, massage, suicide prevention, weight control, AIDS education, drug and alcohol prevention, smokeless tobacco and a host of others. Team meetings held throughout the week help teams prepare their action plan which is reported to the whole group at the conclusion of the conference.

Each wellness conference has its own unique flavor. Seaside for example, is held at Seaside Oregon, which is on the ocean. Others are held by lakes, on islands or in the mountains. Rocky has been held the last two years at Montana State University in Bozeman, which allows for some unique programming. Not only are picnics, a banquet and early morning exercise programs a part of the conference, but recreational hikes, fly fishing, scenic tours and a now famous Yellowstone River raft float are also included to provide "mental relief," team building and just plain fun!

The most unique role that Rocky plays is that it serve two states: Montana and Wyoming. In the early years, Rocky was held in Billings where numerous teachers from northern Wyoming school districts attended. These teachers become active in the program planning, and when Wyoming didn't have a conference of its own, decided that Rocky should cover both states. Since that time, Rocky has been planned by a committee representing both states with cooperation from the state departments of health and education in BOTH states. The plan is to continue a joint effort until such time that a second conference is deemed necessary. Many attendees indicate that they enjoy the networking between the teachers of two states that have so many similarities. New friendships have developed which have resulted in program sharing across state borders.

Another unique characteristic of Rocky is that it is designed for the small business community as well as schools. The same concept applies: staff can serve as positive role models for each other. These participants also develop both a personal contract as well as team action plan to develop a wellness program within their business. Again, the positive interaction and cooperation between the education and business communities have led to the sharing of resources and programs and the establishment of new networking opportunities.

The 1980s saw the promotion of the term "comprehensive school health program" which is an expanded view of what health education is all about. This expanded view is a cornerstone of most wellness conferences. The components of such a program were articulated by Dr. Lloyd Kolbe (*Journal of School Health,* December 1987) and include: school health services, school health education, the school environment, integrated school/community health promotion, physical education, food services, counseling and school site health promotion for staff. Only when these services are combined in an integrated fashion designed to promote the positive health behavior of our youth can a truly effective program become a reality.

Seaside, Lakeshore, Roughrider, Great Potato, Heartland, All Well, Rocky and numerous other conferences are sponsored across the country promoting the same concept. Basically, what we believe now is that we must all work together to be effective. A variety of programs must be included. Teachers and staff must take the responsibility of being positive role models for health. And, programs which historically have not worked closely together in the schools must now coordinate and collaborate to become effective.

The end result is the healthy well-being of our youth which is ultimately the healthy well-being of our nation and world. State departments of education and health must take a lead role and serve as role models themselves for cooperation and collaboration. Planning for wellness conferences must include programs between both of these agencies as well as other related state agencies, national and community-based organizations. State education programs such as Drug-Free Schools and Communities, AIDS Education, Nutrition Education, Counseling and others must work together with other similar programs from health departments and the private sector.

Our nation is at risk. We are at risk from overeating, sitting in front of the TV too much, not exercising, too much stress, drugs, alcohol, tobacco, poor nutrition and others. We need to give our youth the tools necessary for them to make responsible decisions concerning their lives. One way is by giving adults these same tools and letting them lead by example. This is what Rocky does.

For more information about Rocky contact:

Spencer Sartorius, Division Chief
Health Enhancement Division
OPI, Capitol Building
Helena MT 59620
444-4434

MAHPERD Articles

INDIANA PACE:
A Program for Athletic Coaches' Education*

Thomas H. Sawyer, Ed.D.
Indiana State University

INTRODUCTION

Indiana, like other states, is faced with a crisis in its interscholastic athletic programs. The crisis centers around two challenges: (1) recruiting qualified coaches, and (2) providing coaches with an adequate, appropriate, and continuous coaching education program. Numerous national and state surveys support this contention (Lahey, Maine; Seefeldt, Michigan; Weiss, Sisley, Oregon; Sawyer, Indiana; Smith, Smith, and Smoll, Washington). The latter of these challenges is the focus of this article.

Coaches are teachers. They need appropriately designed inservice education programs on a continuous and regular basis.

School corporations and districts regularly provide inservice programs for crossing guards, teacher aides, cafeteria personnel, bus drivers, and others, but they do not provide such educational opportunities to coaches. Coaches receive the least amount of inservice education of any group of professionals in Indiana and America's schools. Yet the coaches, whether or not educators and administrators wish to recognize the fact, have a great impact on youth.

Should we continue allowing inadequately educated coaches to teach and influence youth? The answer should and must be a resounding NO!

Should we assist coaches by providing adequate, appropriate and continuous coaching education opportunities? The answer should and must be a resounding YES!

My concern for coaching education goes beyond teaching to focus on the safety of the student-athlete, reduction of injuries, and increased legal ramifications. Since 1980 there has been a dramatic increase in litigation against coaches, school corporations and districts, and state high school athletic associations (Appenzeller, 1985; Lewis and Appenzeller, 1985; Baley and Mathews, 1989; Sawyer, 1989).

The increase in litigation centers around the celebrated Chris Thompson V. Seattle Public School District case (Adams, 1985). In 1975 Chris Thompson, a 15-year-old football player broke his neck while performing an open field tackle; his head was the primary point of impact. Thompson became a quadriplegic.

In 1975 the National Federation of State High School Associations (NFSHSA), through its football rules committee, made it a violation of the rules as well as a point of emphasis in the rule book (The "Point of Emphasis" section in the rule book alerts officials to violations that can cause serious injury) to use the head as the point of impact for blocking and tackling (Adams, Adrian and Bayless, 1987).

*The *Montana Journal* editorial staff has selected this article for publication because the ideas contained within may be something Montana professionals might also want to pursue.

The Seattle District Court found that the coaches were negligent in performing their teaching responsibilities (they failed to instruct Thompson in the proper way to tackle within the rules established in 1975 by the NFSHSA); coaches and school district were negligent for not warning Thompson of the inherent dangers in football; and school district was negligent for NOT providing an adequate, appropriate, and continuous coaching education program to all its coaches on a regular basis (Adams, 1985). Since the Thompson case there have been at least 16 other cases indicating a need for coaches to instruct athletes properly, provide adequate warnings, and engage in appropriate coaching education activities (Ross, 1982-89).

THE BEGINNING IN INDIANA

In 1985 two Indiana State University professors became concerned about the availability of qualified coaches for interscholastic sports in Indiana, and about the lack of a statewide coaching education program to assist the coaches in performing their responsibilities. They investigated what was being done nationally and in neighboring states to attack these problems. During the next three years they gathered considerable data and prepared a white paper titled "A Crisis in Youth Sports Programs in Indiana" (Sawyer and Stebbins, 1988). Later that year, Indiana State University's Department of Physical Education established The Center for Coaching Education (CCE).

The purposes of the CCE are to ensure that Indiana youth receive optimal experiences in their organized sport programs in public and non-public schools, non-profit agencies, and other youth sport organizations; provide educational opportunities for coaches throughout Indiana; and engage in meaningful research pertaining to youth sports.

With the publication of the white paper and the establishment of the CCE, a concerned effort (from late 1988 to early 1990) was made to gather support for a statewide coaching education program. Professional organizations that supported such a program were the Indiana Department of Education, Indiana Superintendents' Association, Indiana High School Principals' Association, Indiana High School Athletic Association, Indiana High School Athletic Administrators' Association, Indiana Coaches' Association, and Indiana Association for Health, Physical Education, Recreation and Dance.

STATEWIDE COACHING EDUCATION ESTABLISHED

By August 1990 the Indiana High School Athletic Association (IHSSA) agreed to assist in financing a statewide coaching education program and to the selection of PACE, a national coaching education program developed by the Institute for the Study of Youth Sports at Michigan State University. The statewide coaching education program in Indiana is called Indiana PACE. By mutual agreement the delivery of services for Indiana PACE would be through The Center for Coaching Education (CCE) at Indiana State University.

THE SELECTION OF THE EDUCATION PROGRAM

Thomas Sawyer, the CCE director, beginning in late 1987 contacted officials at the National Association for Sport and Physical Education (NASPE) and The National Association for Girls' and Women's Sports (NAGWS) for their educational guidelines and position papers related to coaching education. These two organizations suggested that a coaching education program should include pertinent information for coaches from such areas as: philosophy, sport psychology, sport physiology, sports medicine, sports management, and legal issues relating to coaching. After this information was received, the CCE and IHSAA personnel reviewed five national coaching education programs, comparing their content to the standards proposed by the

NASPE and NAGWS. The five national coaching education programs reviewed were:

- Program for Athletic Coaches' Education (PACE), developed by the Institute for the Study of Youth Sports (Michigan State University) is a comprehensive coaching education program covering such areas as philosophy, sport sciences, sports medicine, sport management and legal aspects, and sport specific. Primarily designed for interscholastic coaches.

- American Coaching Effectiveness Program (ACEP), developed by Rainer Martens (President, Human Kinetics Publishers, Inc.), is a multi-level program covering such areas as philosophy, sport sciences, sports medicine, sport management, sport law, and sport specific. Original focus was for non-public school youth sports programs.

- BASIC, developed by Rick Ball (attorney specializing in sports law), is a single level program designed for coaches to reduce sports injuries. Primary focus is all levels of youth sports.

- CAPS, developed by the Athletic Institute, has been designed to assist youth sport coaches in the areas of team management, handling parents, developing practices, etc. Primary focus is non-public school coaches.

- NYSCA, developed by the National Youth Sports Coaches' Association, is very similar to the CAPS program. Primary focus is non-public school coaches.

Eleven questions were developed for this evaluation. They were:

1. Does the proposed educational program meet existent guidelines for interscholastic coaches' education established by the Coaching Council of the National Association for Sport and Physical Education and the National Association for Girls' and Women's Sports?
2. Is the program written specifically for interscholastic coaches?
3. Is the educational program contained in one volume or must the adopting organization purchase several books in order to provide a comprehensive package?
4. Does the educational package include opportunities for each state to certify its own instructors and thereby become self-sufficient in its instruction of coaches?
5. What will it cost a state interscholastic association to provide education for instructors of the program it adopts?
6. Does the instructional program allow each state association to include its own title, logo, and credits on the material?
7. Is the format of instructional material conducive to insertion of information that is important to state associations?
8. What is the assurance that the cost and quality of the instructional material will be maintained?
9. Is the educational material written by individuals who understand the needs of interscholastic coaches?
10. Has the content of the program been taught and field tested in interscholastic settings?
11. Has the program been developed by a non-profit or for-profit organization?

The results are shown in Table 1.

Table 1. Analysis of Interscholastic Coaches' Education Programs

Question	PACE	ACEP	BASIC	CAPS	NYSCA
1	yes	no	no	no	no
2	yes	no	yes	yes	no
3	yes	no	yes	yes	yes
4	yes	no	no	no	no
5	$100	$225	n/r	n/r	n/r
6	yes	no	no	no	no
7	yes	no	no	no	no
8	required by state mandate	none	none	none	none
9	yes	yes	yes	yes	yes
10	yes	no	no	no	no
11	non-profit	profit	profit	profit	non-profit

The reviewers selected PACE for Indiana for the following reasons:

- PACE was the only program that in one comprehensive manual met all published national guidelines which were developed to define the standard of care for which interscholastic coaches are responsible.
- PACE was specifically developed for interscholastic coaches and has been field tested by coaches throughout Michigan, whereas the ACEP, BASIC, CAPS, and NYSCA programs were designed for volunteer youth sport coaches.
- The PACE manual comes in a single volume offering a choice of looseleaf or perfect bound coaches' manual.
- PACE is not a certifying program. It is an educational program that promotes independence of state associations while providing the guidance that is needed for sound instruction, whereas ACEP, BASIC, and CPAS are commercial ventures providing certification. To the author's knowledge, no profession allows a commercial entity to certify its professional members. Should the coaching profession be the first to do so?
- PACE provides educational programs for instructors on the Michigan State University campus or on-site at local state association offices or other suitable settings. Costs are limited to materials (PACE manual, PACE instructor guide, and videotape series = approximately $100) for the enrollees. Enrollees would be responsible for their travel, room, and board expenses. The ACEP fee is $225 plus travel, room, and board (Partlow, 1990). This does not include the Sports First Aider course (not available until spring 1991) which is separate from the basic ACEP course. The fee for training instructors for this course is not yet available. The PACE manual includes a detailed section on sports medicine for coaches.
- In Indiana, after the initial instructor preparation is complete, the Indiana PACE Education Coordinators will prepare future instructors for their Indiana PACE Education Teams. This practice is not an option currently with ACEP. All ACEP instructors are prepared by a national ACEP faculty which travels around the country offering ACEP instructor workshops.
- The design and production for PACE permits local autonomy by modifying the title of the manual (such as Indiana PACE), in-

serting a local logo, adding a section by the state association and developing an introduction to the manual for local consumption. This is not the case with the other national programs.

- The PACE manual is available in a D-ring binder for easy insertion of additional local information that a local high school sports administrator may want his/her coaches to understand. This option is not available with any of the other national programs reviewed.
- PACE, unlike ACEP, Basic, and CAPS, is owned and developed by the not-for-profit Institute for the Study of Youth Sports at Michigan State University, with a commitment to updating its educational materials. Royalties from the sale of the PACE manual are returned for continual program development. Reduced costs of large volume printing are passed on to consumers. It is highly unlikely that commercial organizations would return 100% of the royalties to the product. The NYSCA program has been developed also by a not-for-profit organization.
- The PACE manual was written by 28 individuals who are or have been interscholastic coaches and who currently have positions as coaches, athletics directors, or teachers of coaches. This was not the case with the other programs reviewed.
- PACE was field tested for a three-year period as a pilot instruction program in the state of Michigan. It is currently undergoing its third revision.

THE DELIVERY SYSTEM CREATED

The next major task for the CCE after selecting the educational program was to develop a statewide delivery system in Indiana (Diagram 1). State high school athletic associations are neither equipped nor designed to deliver a statewide coaching education program. The state associations are regulatory in nature and would find it difficult to arrange college credit or receive approval from the state department of education for such programs.

The Indiana PACE delivery system, unlike ACEP, will be operating by the CCE in conjunction with the IHSAA. The training of all instructors will be done by the CCE director. The statewide teams of instructors will be paid by the CCE. The CCE will conduct all registration for the classes, and arrange for instructors for each class session. The instructors are the employees of the CCE. The CCE program controls the course fees, so they are consistent and economical for school corporations. The Indiana PACE program content is controlled by the IHSAA in cooperation with the CCE.

In concept, ACEP is different, in that its instructors are trained by national ACEP instructors and responsible only to the national ACEP office. The ACEP instructor is an independent contractor and may establish his/her own fee schedule. The ACEP instructor, unlike the Indiana PACE instructor, has had to pay out-of-pocket expenses for the initial training and is encouraged to recover those expenses through instructional fees charged when delivering the ACEP program to coaches.

The CCE established six regional Indiana PACE education centers across the state. Each Indiana PACE Education Center (IPEC) has a coordinator who has two responsibilities. The first is to select a five-person Indiana PACE Education Team (IPET), with at least one back-up instructor for each subject area, to deliver the educational program. Those selected must have knowledge and experience in their instructional area(s). There are five instructional areas: philosophy, sport psychology, sport physiology, sport medicine, and sport management and legal issues in sport. A sixth area will be presented by a representative of the IHSAA.

The second responsibility of each IPEC Coordinator is to establish three workshops annually in his/her region ensuring that the outermost sites within the region are represented.

Diagram 1. Indiana PACE Delivery System

IHSAA

CCE*

IPEC #1	IPEC #2	IPEC #3	IPEC #4	IPEC #5	IPEC #6
IPET #1	IPET #2	IPET #3	IPET #4	IPET #5	IPET #6
FWS	FWS	FWS	FWS	FWS	FWS
WWS	WWS	WWS	WWS	WWS	WWS
SWS	SWS	SWS	SWS	SWS	SWS

* Note: The CCE will organize a seventh IPET to deliver Indiana PACE to individual school corporations or small groups of school corporations or leagues upon special request outside of the statewide workshop schedule.

KEY:
IHSAA = Indiana High School Athletic Assn
CCE =The Center for Coaching Education
IPEC = Indiana PACE Education Center
IPET = Indiana PACE Education Team
FWS = Fall Workshop
WWS =Winter Workshop
SWS = Spring Workshop

The workshops are scheduled for Mondays from 6 to 9:15 p.m. over a five-week period. There will be three workshops in each region (one each in the fall, winter and spring). The workshop sites will be changed every year. The minimum number of enrollees for a workshop is 15 with 50 as the maximum.

The cost of an Indiana PACE workshop will be $90 preregistration and $100 on-site registration. If five or more attend from the same school corporation, the charge drops to $80 preregistration and $90 on-site. However, if a school corporation has its own workshop, or if a number of school corporations or a school league combines for one, the cost per coach could drop to approximately $60. These fees include instructional costs, manual, and certificate.

The instructors for this program will be recruited from various sports-related backgrounds (current coaches and sports administrators, former coaches and sports administrators who are currently involved in other aspects of education, persons currently teaching coaches, or retired coaches, sports administrators, and teachers). These instructors will work in IPETs and report to the IPEC coordinator, who reports to the CCE director. The CCE director will prepare the IPEC coordinators and the initial education teams. After the initial IPETs are prepared, the IPTC coordinators will prepare new team members. Each team member will be paid $100 to teach a 3-hour session. This fee will include expenses for transportation and meals.

When the IPEC coordinators establish a workshop site within their region, they will attempt to involve the local sports administrator in the program. This administrator may add any pertinent local policies, rules, and regulations to the Indiana PACE. Further, the IPEC coordinator will be responsible for requesting audio-visual equipment for the program. Each instructor will need an overhead projector and VCR and monitor. The CCE director will be responsible for grading the final test given at the workshop. Those students earning an 80% or better on the written examination will receive a certificate of course completion.

STATE HIGH SCHOOL ATHLETIC ASSOCIATION INVOLVEMENT

The Indiana High School Athletic Association (IHSAA) is financing the Indiana PACE program. The IHSAA is purchasing 500 PACE manuals ($17,500) which will be sold by the CCE to participants in the Indiana PACE program for $50 generating $25,000. Expenses for the program will include the cost for the PACE manuals ($17,500), instructor training ($3,000), and the promotional campaign ($4,500) developed to launch the program (letters, brochures, mailings). A financial agreement between CCE and the IHSAA provides that the CCE will reimburse the IHSAA its entire initial investment and concurrently provide a great service to coaches and student-athletes.

IN CLOSING

Amateur sport is facing a serious crisis, compounded by the inadequate education of many of its coaches. Many ignore the crisis in hopes that it will go away. Providing coaching education to coaches will begin to solve persistent problems. The single most important thing we can do to improve amateur sport is to educate its coaches. With Indiana PACE the IHSAA has taken a giant step forward.

Perhaps other states will soon join Michigan, Indiana, New Mexico, New Jersey and others by providing statewide coaching education programs. The CCE would be happy to share the Indiana experiences and assist any who would like additional information concerning the development and implementation of a cost-effective coaches' education program.*

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IS THERE ADEQUATE MEDICAL CARE IN HIGH SCHOOL ATHLETICS?

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Approximately six million students compete in athletics at the high school level and approximately one million of these athletes will sustain an athletic injury (Culpepper, 1986). A recent study indicates an injury rate of 96.2/100 athletes in high school collision sports such as football and wrestling (Whieldon & Cerny, 1991). An average of 36 students will incur a fatal or catastrophic injury annually (Stopka & Kaiser, 1988).

Only 10% of the nation's 22,000 high schools provide adequate medical care for student athletes (Culpepper, 1986). Only 10% to 20% of the nation's high schools employ athletic trainers who meet National Athletic Trainers' Association (NATA) standards (Powell, 1987).

The primary purpose of the National Athletic Trainers' Association is to establish professional standards and exchange and disseminate information. A competent athletic trainer must possess the knowledge to provide adequate injury prevention, recognition, evaluation, and the management, treatment, disposition, rehabilitation, organization, administration, education, and counseling of all athletes (Grace & Lederman, 1982). In order to perform such a variety of tasks with proficiency, a great deal of education and clinical experience needs to occur. To become a nationally recognized NATA certified athletic trainer, the individual must proceed through a defined and sequential set of goals which can be completed by either an internship training program or an approved curriculum.

According to the *NATA Guidelines for the Development and Implementation of NATA Approved Undergraduate Athletic Training Education Programs* (1980-81), certification through an internship requires a minimum of 1500 clock hours over a minimum of two years and a maximum of five. Advanced first aid and cardiopulmonary resuscitation (CPR) cards and successful completion of a national certification exam are also required. The other method of achieving certification is by successfully completed a NATA-approved curriculum. The curriculum consists of academic courses in anatomy, microbiology, motor learning, physical therapy, kinesiology, physiology, biomechanics, and a variety of specific sport medicine courses. Along with the rigid set of required courses, an individual must also complete a minimum of 800 hours over two years of practicum in an approved clinical setting under a certified athletic trainer. These individuals must also obtain advanced first aid and CPR cards and successfully pass the NATA national certification exam.

American society indulges the student-athlete to perform athletic feats under tremendous amounts of pressure. Should this demand also be encouraged with the physical danger of permanent injury or death present? The schools that do provide some semblance of medical coverage do so only for contact sports at the varsity level (Conley, 1982; Row & Robertson, 1986). With this type of limited coverage, usually only one, perhaps two, sporting activities are covered. Physicians or athletic trainers

at girls' contests are rarely seen (Rowe & Miller, 1991) though injury rates are similar for male and female athletes when male collision sports are omitted (Garrick & Requa, 1978; Shively & Grana, 1981).

The alarming fact is that injuries occur two to three times as often in practice where a physical is not available, as might during game situations (Powell, 1987). Regardless of limited on-site game situations, what about practice medical attention, what about acute care after the fact, chronic care, rehabilitation and prevention of injuries and accidents?

A survey conducted in New York state indicated that 3% of all high schools do not even require pre-participation physical examinations. Of these same high schools 13% provide no medical services or availability to emergency transportation during varsity games. Only 60% maintain formal injury reports — a vital procedure for defending actions in the courtroom (Tucker et al., 1988). Since medical coverage appears inadequate and the incidence of injury has grown to alarming proportions, America's legal system is inundated with sports injury litigation. In the past seven years, the number of law suits against specific schools, school districts, recreation programs, coaches, and sports equipment manufacturers has risen sharply. "In cases where paralysis or death has occurred," says attorney Rick Ball who specializes in sports-injury suits, "some awards are in the $10 to $15 million range and many schools are only covered up to one million...some aren't covered at all" (Findlay, 1987). A suit of such magnitude would not only have a tremendous impact on a specific school, but might devastate an entire school district. The administrator who is reluctant to employ proper medical personnel because of inadequate school funding might consider the cost of a $10 million litigation settlement as compared to the $20,000 to $30,000 annual salary of a qualified athletic trainer. It appears that most districts are taking an insurmountable risk by not considering the severity of the problem in question.

A survey of Michigan school superintendents concluded that the majority of superintendents possessed an accurate perception of the duties of athletic trainers and the percentage of high school student-athletes injured annually. The vast majority do not employ certified medical personnel, but do acknowledge the need for qualified personnel to handle athletic injuries. Most felt that the presence of a certified athletic trainer would moderately to greatly reduce the risk of litigation due to athletic injuries (Ray, 1987).

Injuries can be identified by non-medical personnel, but the subtle injuries or incorrectly identified problems that can develop into serious problems increase dramatically without certified medical attention (Pester, 1988). Some schools claim that the presence of certified athletic trainers will increase the amount of physician referrals, but this has not proved to be the case. Of all high school athletic injuries incurred, 93% are within the ability of a certified athletic trainer to assess, treat, and manage. The presence of a certified athletic trainer can actually reduce the number of physician referrals (Pester, 1988). Certified athletic trainers can help decrease injury rates by implementing safe injury prevention and management techniques. High schools in which specially trained personnel were responsible for medical services have experienced a significant increase in correct clinical impressions and a noticeable decrease in reinjury rate and time loss (Schatzle, 1980). Evidence has been presented that the injury rate of student-athletes in schools without certified athletic trainers is approximately 50% as compared to 29% for those schools lacking the presence of a qualified trainer. Furthermore, the reinjury rate is 70% without, only 3% with (Pester, 1988).

The responsibility for the medical care of interscholastic athletes has traditionally rested

with the coach. This coaching/pseudo-athletic trainer tradition remains much the same in most high schools across the country (Drowatzky, 1985; Weidner, 1989). Most coaches surveyed, however, claim inadequate qualifications for properly caring for medical problems and would prefer someone else to confront medical emergencies. Most coaches, in today's litigation-conscious culture, are extremely apprehensive about caring for a student-athlete's medical condition resulting from athletic injury (Schatzle, 1980).

There is a plethora of legal cases involving inappropriate care administered by non-medical personnel in high school athletics. In California, for example, the case of Welch v. Dunsmuir Joint Union High School District (1958) involved an injured football player who damaged his cervical spine due to the lowering of his head during contact. The player was unable to move his hands and feet after the collision, yet the coach instructed six team members to transport the injured athlete from the playing field without a proper cervical immobilization. Such negligence resulted in the severing of the spinal cord, permanent quadriplegia, and a court judgement of $325,000 in favor of the injured athlete. In the case of Mogabgab v. Orleans Parish School Board (1980), a football player fainted during practice, apparently from extreme heat and humidity. He was taken to the school bus and left unattended for the remainder of practice. Due to the delayed and negligent emergency care, the athlete died the following morning due to heat stroke. Though the judgement in favor of the plaintiff was financially significant, no amount of money can ease the loss of human life. In still another worst case scenario, a $6.4 million judgement was awarded the plaintiff in the case of Thompson v. Seattle Public School District (1982) due to negligent medical attention during an athletic event resulting in another case of quadriplegia. Such cases should not be taken lightly as the frequency of such litigation is increasing. Between 1984 and 1986, there were four judgements against various school district with awards in excess of $15 million each. At this point, over 50% of all high schools in New York state are involved in sport injury litigation (Tucker et al., 1988).

Approximately six percent of all high schools employ a certified athletic trainer as compared to 7% of colleges and 98% of professional teams. This accounts for a ratio of 1:25 (trainers: athletes) at the collegiate and professional levels versus 1:5,500 at the interscholastic level. Of the 105 players who suffered permanent cervical cord damage from 1977 to 1987, 86 were high school athletes (Mueller, Blyth & Cantu, 1989). This translates into 81% of all catastrophic football injuries occur in high school. One might surmise that such an elevated percentage might be due to inadequate medical attention at the time of injury.

Most insurance companies that insure school districts will reduce premiums if the school or district will hire a certified athletic trainer. Insurance companies realize the presence of proper medical personnel will significantly decrease the probability of litigation due to athletic injuries (Lubell, 1987).

Attorney Ronald Baron of Houston's Center for Sports Law suggests that "the best offense in sports law, is a good defense." Baron and the Risk Assessment Management Strategy out of Atlanta determined that there are four major concerns involving litigation: (1) informed consent; (2) availability of sports medicine; (3) proper coach training in how to handle emergency situations — learn what not to do; and, (4) closer ties with the medical community (Lubell, 1987). Such concerns would be properly addressed and the possibility of litigation reduced if school districts could be convinced of the need for certified athletic trainers.

The injury rates and litigation scenarios presented in this paper indicate the need for accessible medical attention for high school athletes. Since in most high school settings, constant physician coverage is not realistic, and

often inadequate, certified athletic trainers must be available to care for injured athletes.

How do we go about convincing school districts that certified athletic trainers are a must? You must first educate yourself of the need for qualified athletic trainers. It does not take a commitment to athletics to warrant this educational process, only a commitment to the welfare of the high school students involved. Contact other educators and coaches to form a coalition of supporters. Contact, perhaps individually at first, collectively later, school administrators, schools nurses, local physicians, athletic administrators, booster clubs, and school boards. Statistics and liability concerns should be convincingly addressed at each of these meetings. For each of these groups that can be convinced, your potential for success increases. One of the paramount groups that must be addressed is the parents. You will probably experience a more welcome reception by the parents of athletes, but do not overlook the influence of the local PTA. Each of the groups should be made aware of the increasing risk of sports injuries and the relatively low cost of securing the qualifications of a certified athletic trainer.

All schools should actively seek ways to secure a certified athletic trainer. Though it may seem unfeasible due to budget restrictions, school administrators do have options which can provide schools with athletic trainers: (1) employ a district athletic trainer; (2) employ a part-time athletic trainer, (3) contact a local sport medicine or physical therapy clinic for assistance; (4) employ a permanent substitute teacher/athletic trainer; or, (5) employ teachers with athletic training certification. (For a more detailed description of available options see Stopka & Kaider, 1988; Rowe & Miller, 1991.)

Interscholastic athletics are an integral part of American life being highly valued by a plethora of interest groups too long to list. High school athletics have been associated with fun, excitement, community cohesion, a valuable and important aspect of educational outcomes, and accomplishment. What we believe to be good of high school athletic competition, however, is being overshadowed by the alarming number of injuries and litigation associated with improper medical care. Interscholastic participation will take on a new meaning when all those involved become fully aware of the inherent physical and emotional dangers that threaten each student-athlete who laces up a pair of athletic shoes.

Certified athletic trainers are "not absolute ensurers of injury-free athletics. However, their presence will undoubtedly improve the prevention, first aid care, and rehabilitation of athletic injuries occurring in today's public schools" (Rowe & Miller, 1991). The health and safety of our nation's young athletes should be our number one priority in interscholastic athletics. When we refuse to provide adequate medical care in a guaranteed accident-prone environment, for whatever reasons, we are acting irresponsibly.

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. . . if not, now is an excellent time to do so.

CONSIDER THEM: CREDENTIALING AND CINNAMON ICE CREAM

Diane Burke-Walker
University of Idaho

The value of credentialing is like the value of a certified receipt for what may be the best cinnamon ice cream in the world!

Cinnamon ice cream is not a commodity nor is our expertise in the related fields of health, physical education, recreation and dance.

How can the consumer of either be sure of receiving the same quality wherever you go in the United States?

The answer lies in the credentialing process. A gourmet ice cream maker is concerned with quality control and, therefore, with preparation standards and with having jurisdiction over those who produce the "product." Even the facilities for making the ice cream are licensed by the State Department of Health in its role of protecting the public.

Is it possible that ice cream makers are more effective than members of our professional disciplines? Professional credentialing has its parallels in the aforementioned process. Academic preparation standards are controlled through accreditation of professional preparation institutions. Certification establishes jurisdiction over individuals who profess to produce the "product."

That which is called teacher certification is really a form of state licensure. The bureaucracy issuing these tends to be old-fashioned and traditional and the licensure contains minimal standards for consumer protection. Licensure may actually be more rigorous for ice cream production facilities than for those facilities and people focused on producing healthy physical beings.

Credentialing, in its four forms, registry being the fourth, separates the competent from the incompetent, and the copies from the real thing. The major benefits, as in business, are market control and status enhancement.

Individual certification, in particular, is a confidence builder. You measure up to the established standards! You have had specialized education and you are competent to deliver a specialized service.

Certification or credentialing identifies you as knowledgeable and, in areas of disciplines where state licensure is not involved, it has economic value. Established credentials can provide leverage for increased salaries and PR material for your employer. It gives you a competitive edge over your peers in private industry. Consumers are assured of quality. And remember, we all pay more for cinnamon ice cream due to quality control and limited access. And the marketing campaigns have convinced us that it's worth it.

Who determines the competencies? Those taking ownership of cinnamon ice cream production do so for your products. Why don't members of AAHPERD do the same for ours? Have we been lax as a profession in supporting and developing the credentialing processes which would ensure a "gourmet" physical product?

Diversity exists within the associations of AAHPERD but one common need is to develop market control in our various fields and, subsequently, protect the consumer and ourselves while enhancing our status within the public community.

In 1987 AAHPERD President Robert

Pestolesi established a credentialing committee comprised of a representative from each association. Its function has been to gather information and to serve as a clearing house.

We have produced an AAHPERD Credentialing Summary, sought to inform members through JOPERD articles and convention programs, collected resources and are now in the process of assessing role delineation. We see a need to make credentialing one of the highest priorities of the Alliance.

AAHPERD is not a bureaucracy, we can be pro-active rather than reactive. Two of our associations are setting examples for us. AALR has been involved in developing an accreditation process and AAHE worked to produce individual certification for health professionals.

Establishing credentials in our disciplines won't be easy. We have to convince consumers that they are necessary. The lay public has great difficulty in recognizing the need for special competence in service areas where the types of problems are inherent in everyday life and no obvious, exclusive competence is apparent.

We can all mix eggs, sugar, cream and flavorings put them in an ice cream freezer, turn the crank, and come up with a recognizable product. Many lay people teach aerobics or run a dance studio, coach little league teams, teach in recreation programs or sell diet foods with little formal training and the same cavalier attitude with which they make ice cream. But where are the quality control and consumer protection? What happens if some one breaks the rules? My guess is, that in the ice cream industry the code of ethics is clear and retribution is swift. The integrity of the product and the producer is maintained. Where is the parallel in our profession?

Credentialing is not a problem in most countries of the world. It is government controlled and the responsibility is removed from the individual profession. Credentialing, in the United States, is done on a volunteer basis and with grass roots support.

We need to take action to stay ahead of the competition and in control of our profession. Develop strategies which spiral upward on the state and regional levels. Develop respect for consumers, restrict the practitioners in our fields and control the background and characteristics of entrants. Surely our product is many times more precious than cinnamon ice cream. Become effective advocates of quality control for all those who are provided with our gourmet services. Let the public know we have the best product available. Take positive action! The results will be rewarding and fringe benefits will be visible almost from the start.

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SUPPORT YOUR JOURNAL

SYSTEMATIC OBSERVATION CAN REVEAL WHAT IS GOING ON IN THE GYM

A.W. Miller
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Most physical education teachers feel they know what is going on in their gym. This may be true for some teachers, but not all. And in these teachers it is not true for every period of every day. For physical education teachers who want to know what is going on in their gym there is a process called systematic observation that can provide a clear, unbiased, and at times revealing account of the class lesson. It is a method of recounting the events of the class while they are happening and comparing the intended objectives of the lesson with the actual events of the class lesson. It provides a picture of the class broken down into the actual segments of the lesson (Siedentop, 1983).

The intent of systematic observation is to describe what exists. It is an attempt to break the lesson down into discrete categories that have been defined and then compile a percentage of time that a teacher has devoted to each of the categories. Because what a teacher does directly reflects what the students do, in systematic observation, the students are observed and their behavior is the behavior that is classified.

DEVELOPED CATEGORIES

Students cannot learn a motor skill unless they practice the motor skill. Instruction is very valuable and necessary at nearly every level of development, but the opportunity to practice the skill is the primary contributor to an increase in performance (Siedentop, 1983). It must be realized then that what the teacher does in the class must translate to an increase in the opportunities for the students to learn.

The following four categories are used to describe the content of a physical education lesson. They are categories within which classes are judged.

ACTIVITY TIME: This category refers to the amount of time a student is directly participating and involved with the skill being sought. If jump rope skills are being developed, it is the amount of time that a student is jumping rope. It is not time spent turning a long jump rope; it is not time spent resting between jumps; and, it is not time spent talking to friends about things while one is waiting a turn. One cannot count activity time as motor-engaged time unless the student is actually performing the skill. The time turning the ropes, the time resting, the time receiving instruction, and the time waiting are necessary times in every lesson, but for systematic observation purposes they are classified in another category and not as activity time.

Students cannot be engaged in activity time 100% of a lesson. There must be transition time, management time, and some form of instruction in the lesson. One would expect that in physical education a student would spend a great deal of time involved in activity time; however, most physical education lessons involve somewhere between 20% and 30% activity time (Siedentop, 1983). This is an alarmingly low percentage, especially when one considers that some elementary classes last 30 minutes and occur three times per week. This translates to between 18 and 27 minutes of activity time per week. It seems like an impossible task to ask teachers to change behavior based on 18 to 27 minutes of activity time per week.

RECEIVING INFORMATION: Students spend a great deal of time being told something. Information is relayed on skills, on performance, on game formations, on strategy, and on safety and rules. No doubt this information is necessary for a class of students to know what they are to do or how they are to do it. It is also necessary for a class to run smoothly or for order to exist. Research studies by Pieron (1980) reveal that 23% of a typical physical education lesson is involved in receiving information. But, if a teacher agrees with the research that states activity time is the primary contributor to an improvement in skill, the receiving information category should be streamlined to involve only the necessary information and thus activity time would increase. The placement of the receiving information increments may also need attention. Teachers typically give instruction in large blocks and at the start of a lesson. A teacher may consider injecting instruction times in shorter intervals and having them occur more frequently, and throughout the lesson, and still take up less time of the total lesson.

WAITING: Waiting refers to the time before, between, and after skill attempts. It is a time when students are awaiting their next attempt at a skill. This time is usually devoid of actual physical skill learning There may be some cognitive development and there may be some definite social benefits, but again if students are not practicing a skill, then students cannot improve their performance in the skill. This waiting time is most often seen with students waiting in line. It is also prominent in lessons that are not highly organized or where there is a lack of management on the part of the teacher. Waiting in a typical physical education lesson involves approximately 28% of the students' time (McLeish, 1981).

MANAGEMENT: Actions such as roll taking, choosing teams, moving from place to place, and getting organized are typical examples of management time. This time is usually some form of organization time. Effective teachers are usually effective managers of time. Management skills reduce the opportunities for behavior problems to arise and thus eliminate the necessity of handling disruptive behavior. Again, there must be some management routines and some management time, but it is the job of the effective teacher to reduce this category to as low a time frame as possible. A typical physical education class lesson contains the management category approximately 13% of the time (Anderson, 1978).

The following chart is an example of four research studies from four different individuals. Careful observation should reveal a pattern of similar behaviors in these results.

	S	P	M	A
Activity Time	21%	30%	26%	27%
Receiving Info	15%	23%	22%	25%
Waiting	24%	32%	22%	25%
Management	22%	6%	20%	13%

S = Siedentop P = Pieron
M = McLeish A = Anderson

The chart reveals the breakdown of the typical physical education lesson. The researchers mention that these figures are averages of the numerous classes that they systematically observed. It is not meant to be value laden reference but rather a descriptive picture of what exists in the research of these four individuals. Some lessons will contain more or less in each category and still reach the intended lesson objectives. It is surprising however, how close the four individuals were to each other's figures.

IMPLICATIONS

Based on the research presented, physical education classes spend approximately 25% in activity. This is not a very high figure. For a 35

minute lesson that means approximately 9 minutes and for a 45 minute lesson that means approximately 11 minutes are spent actively motor engaged. If a class meets three times a week, then this total figures is 27 or 33 minutes. Some questions that arise are: Is it realistic to expect student behavior to change with figures this low? Can administrators expect math scores or language skills to improve if they receive only 27 or 33 minutes per week? Are administrators and parents expecting too much and not giving the physical education teacher enough time to evoke the results?

The practical world in the gymnasium or out on the field means there will be time spent changing clothes, traveling to an activity area, and organizing so instruction and appropriate motor engaged activity can take place. Physical education teachers have built-in restraints and receiving less weekly time to do a very difficult job does not seem to make sense. Large classes, lack of equipment, and outdated and crowded facilities also add to the problem. Instead of physical education getting less time, quite possibly it should receive more class time. Administrators have a tendency to cut physical education programs rather than build them up.

Another set of issues are: Are physical educators using their class time wisely? If total time remains constant, can the categories of management, waiting, and receiving information be st and receiving information be streamlined to allow activity time to increase? Are teachers' lesson objectives similar to the actual class percentage breakdown? Since each lesson is different, quite possibly each class breakdown will be different. What is more important, however, is that teachers know what categories they are actually in and in which category they think they are. Nothing is more revealing than when a teacher thinks that the students are in activity time when it is really waiting time. Once teachers get used to evaluating themselves during their lesson and changing small or little actions to increase activity time, then the process of self-evaluation through systematic observation becomes relevant. Otherwise, one must ask the questions, "Do they know what is going on in their gym?"

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You will not learn from me philosophy, but how to philosophize - not thoughts to repeat, but how to think. -Immanuel Kant

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DIALOGUE, ANECDOTE, DILEMMA AND RESOLUTION: A Scenario Into the 1990s

Phoebe Church
Eastern Illinois University

Luigi Pirandello (1867-1936) was a masterful Elation dramatist who was awarded the Nobel Prize for Literature in 1934. His most celebrated work was a complex cerebral stage play entitled *Six Characters in Search of an Author*. Pirandello pondered over and attempted to unravel the endless faces of reality. A major thesis of his was that by staged conversations and dramatic dialogues a better or rather clearer picture would emerge of "truth" and "reality," and that these abstractions were based upon contrasting individual perceptions. The following fictitious conversation sets out to do no more than suggest some of the possible exchanges and dilemmas that confront physical education as it moves into the 1990s.

Miss Gallagher: Hello! I'm here to see an advisement counselor; I'd like to change my major.
Mr. Wheeler: Come right in, young lady. I'm an advisement counselor and I'll be working with you today. I have reviewed your file and see that you have excellent test scores. I understand that you would like to change your major. What major are you considering?
Miss Gallagher: I want to be a physical education major.
Mr. Wheeler: Why? What are you flunking?
Miss Gallagher: I have over a 3.0. I have just decided that I want to be a physical education teacher.
Mr. Wheeler: Now, young lady, we need to talk...you're bright, you have good grades, you need to major in something academic, something, er, something intellectual...something worthwhile.
Miss Gallagher: I think that physical education is worthwhile.
Mr. Wheeler: Let me tell you about physical education, or as I always refer to it, GYM. All teachers do in gym is have recess. They couldn't care less about fitness and developing strong bodies. Let me tell you about my experiences in gym. My idea of a gym teacher is a slob, in smelly sweats, who has no idea how to dress. These slobs (my wife, please excuse the language, calls them jerks) are always working on game plans with the Xs and Ox except when they're giving demerits for a dirty physical education uniform. Let me tell you about my gym classes in grade school. First of all, we would pick teams. As you know, when you pick teams, someone always has to be last. Well, I was not very athletic and kind of nerdy, so, as you can guess, I was usually chosen last. Do you know what that does to a child's self-esteem?...Let me tell you what a child like that is thinking while they are waiting to be chosen...I know what sticks in my memory banks, "I HATE GYM!" Once we picked teams, we might play a game like...yes, bombardment. If you've never played this game, let me explain it to you. Each team lines up on halves of the gym facing each other. Each side is given several playground balls to throw at the opposite team. If you get hit by a ball, you go sit or stand behind the opposite team. Maybe there were other rules, but I don't remember them. What I do remember is that I was always,

always terrified that I would get hit — not because it hurt that bad, but because it hurt *inside*. When I would get hit, I would hurry to the other side and count the minutes until class was over. Invariably the same over-zealous, aggressive athletic students would end up dueling it out until they were exhausted and the game was finally over. A bit like World War III except I was a child not a combat soldier.

Now little lady, what's wrong with that picture? It seems to me that the kids who really needed the exercise, like me, ended up sitting most of the hour and thinking, "I hate gym." Oh yes, then the teacher, who usually had the audacity to play along and was usually one of the final players, would say, "The winners can go ahead and get dressed and all of you losers run five laps before going to the locker room."

Now, dear lady, it doesn't take Sigmund Freud or Mike Ditka for that matter to figure out that kids, at a young impressionable age, will associate running and exercise with punishment. Let me give you a couple other examples of why you don't want to major in GYM. Do you want to be associated with a profession where many of its teachers will be so inconsiderate that they will actually take precious class time to test each student on something like the shuttle run while the rest of the class will sit and not get any exercise except for their 30 second turn at the shuttle? Or, better yet, how about being associated with a group of educators who actually will grade a student for an entire quarter on how he can throw a football, or how many times he can hit the bull's eye in a 20-minute grading period? Or, how about people who call themselves physical educators, but in reality never do anything "physical" in their daily class period. They don't do warm-up exercises. They don't increase the students' heart rates at all! How physical is that? Or, how about the teacher/coach who has students lift weights and do aerobic exercise for four years so that they can perform better during their school athletics, but who gives no consideration to lifetime fitness and well-being for the students. Now, you tell me, do you want to be associated with a profession where the leaders are more concerned with the score of the game than how close the students got to their target heart rate? Let's reconsider this decision. I know that I can help you choose a more academic profession. What do you say?

Miss Gallagher: Well, Mr. Wheeler, I can relate to some of the things that you are saying. But, I think that the physical part of all of us is about as academic as you can get. You see, Mr. Wheeler, being physically fit will never be out of style. If we are functioning without the assistance of a fine-tuned, fit body none of us will be as effective as we could be, no matter what our level of involvement. If we're not taking part in regular and appropriate physical activity, we will tire more quickly and not be able to work to our fullest capacity. There is a very good chance that most of us will not be coping with stress as well as we could with appropriate exercise. If we study the great civilizations of the past, especially the Greece of Plato and Aristotle, one of the precepts on which they based their beliefs was that of harmony, "a sound mind in a sound body." There is nothing more academic, athletic, and aesthetic than this Mr. Wheeler. Now, physical education may have an image problem, but if our generation does not strive to overcome this problem, where is our society headed? Right now we are raising a generation of teenage mutants who sit most of their waking hours either in the classroom or watching TV or video games. The statistics show that we are raising a group of obese, sedentary diseased kids, who establish patterns of behavior designed to erode and sabotage physical vitality.

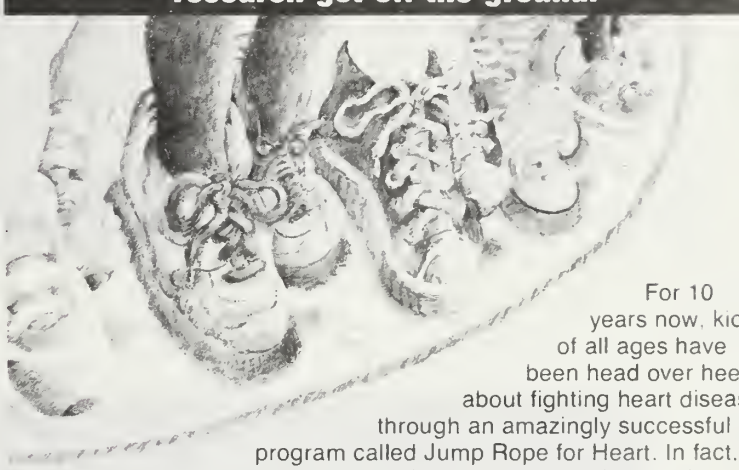
The National Children and Youth Fitness Study* tested 8,800 children across the nation, Grades

5-12. They found that children today are fatter, that secondary physical education programs tend to focus on group and team sports rather than on individual and lifetime skills, and exercise aimed at physical fitness, and that 50% of American youth are not getting enough exercise, either at school or elsewhere. Mr. Wheeler, I know that Physical Education is vital to our youth. I also know that if concerned individuals like myself ignore the fitness of our youth today, it will only get worse. For some strange reason, adults turn a blind eye to these findings and believe that our youth are invincible. But you know what, Mr. Wheeler, it won't go away, just like the problems of our environment won't go away. We have to take responsibility for these problems and turn them around. I, for one, am ready for the challenge. I'm going to be a committed physical education teacher because I am genuinely concerned about the lack of fitness of our youth. I realize that daily physical education may well be the only exercise to which most of our youth will be exposed. With the number of children on the rise who are "latch key kids," there is little chance for exercise after school. Children are actually encouraged to stay in and sit and watch TV. This is the reality. Children were not created to sit almost all of their waking hours. I am going to make it a goal to get my students moving and exercising as soon as they come to class and try to keep them at their target heart rate for at least 8-12 minutes, if not longer. I'm also going to make class fun for everyone. Mr. Wheeler, physical education is about as "academic" as it gets and I am proud to have the opportunity to improve the fitness of our youth!

Mr. Wheeler: All right, Miss Gallagher, you haven't totally convinced me but, boy you are one feisty, determined young lady. I'm going to assign you a new advisor who will accept you into the physical education department. Just maybe if the physical education profession can recruit young people with your vision, integrity, and dynamics then the doubting Thomases of this world, of whom I am assuredly one, will sing aloud the praises of contemporary physical education.

*J.G. Ross & G.G. Gilbert, The National Children and Youth Fitness Study: A summary of findings, *Journal of Physical Education, Recreation and Dance*, 56, 45-50.

Ten years ago, the most amazing feet in heart research got off the ground.



For 10 years now, kid of all ages have been head over hee about fighting heart disea through an amazingly successful program called Jump Rope for Heart. In fact, more than 7 million participants have exercised their individual and collective power to raise more than $105 million to benefit the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance.

As a result, our organizations have been able to further educate America's youth on healthy and active lifestyles, in addition to fundir vital education and cardiovascular research programs nationwide.

Now, a second successful decade of Jump Rope for Heart gets o the ground at an all-time high. And thanks to millions of amazing feet, we continue to perform countless amazing feats of our own in the fight for life!

American Heart Association

JUMP ROPE FOR HEART

American Alliance

A LOOK BACK AT

CAMP ON THE BOULDER

MAHPERD News/Dates/Announcements

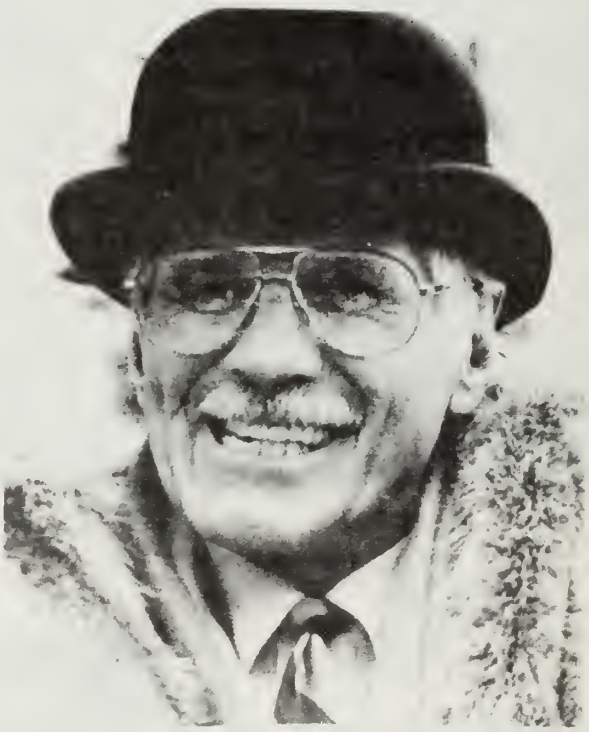
Herb Agocs Remembered...

Herbert R. Agocs, 61, professor emeritus at Montana State University, died September 15, of cancer. Herb taught a variety of physical education courses, serving MSU over a 34-year period in a variety of capacities. Formerly, he was head coach in football, wrestling and track, receiving various "Coach of the Year" awards. In 1988, he was presented "The Blue and Gold Award," MSU's award of highest recognition.

A member of various professional organizations and former president of The Montana Association of Health, Physical Education, Recreation and Dance, he received MAHPERD's honor award of recognition in 1986. He was inducted into the MSU Hall of Fame individually in 1990 and as a coach of the 1956 National Football Championship Team in 1987.

He was a professional ski instructor at Bridger Bowl and supervised the college ski program for many years. He initiated the ski program for the handicapped. He also participated in many other individual sports activities.

Memorials in his name may be made to the Health and Human Services Department, Scholarship Fund, c/o Dr. Alex McNeill, PE Complex, MSU.



(Editor's Note: The preceding is an edited version of Herb's obituary printed in "The Bozeman Daily Chronicle," September 17, 1991.)

If you do not think about the future, you cannot have one.

-- John Galsworthy

National Physical Education and Sport Week

May 1-7, 1991

UNIVERSITY OF WYOMING

College of Health Sciences

School of Physical and Health Education
P.O. Box 3196
Laramie, Wyoming 82071-3196
(307) 766-5284

COURSE TITLE: Teaching Physical Education at the Elementary and Secondary School Levels

COURSE NUMBER: PEPR 5001 — Short Course in Physical Education

COURSE CONTENT: This course will provide elementary and secondary teachers with many teaching ideas to take back to the gymnasium. Following are the major topics that will be presented: (1) Curriculum ideas for the elementary and secondary school physical education program; (2) Instructional ideas for improving student achievement; (3) Game activities for elementary and secondary school teachers.

DATE: June 11-21, Monday-Friday **CREDITS:** 2 hours graduate **GRADING:** S-U

INSTRUCTORS: Dr. Stephen C. Coulon and Dr. Mark Byra
For further information please contact Stephen Coulon at (307) 766-5448 or Mark Byra at (307) 766-4094

COURSE TITLE: Developmental Physical Education for Children

COURSE NUMBER: PEPR 5001 — Short Course in Physical Education

COURSE CONTENT: This action packed course will focus on principles underlying a developmental approach to elementary and middle school physical education. The developmental physical education curricula will be discussed and a wide variety of developmentally appropriate activities for children will be explored. The content of this course will include: (1) stages of movement skill development; (2) youth fitness; (3) literacy in the gymnasium (movement literacy; fitness literacy; social-emotional literacy); and, (4) developmental activities (locomotor, manipulative, and stability; trust and cooperation; fitness; low organized and lead-up; combatives and self-testing; folk and square dance; plus many, many more).

DATE: June 24 - July 5, Monday-Friday 8:50 a.m. - 11:50 a.m.

CREDITS: 2 hours graduate **GRADING:** S-U

INSTRUCTOR: Dr. Tami Benham
For further information please contact Dr. Tami Benham, Assistant Professor,
Corbett P.E. Building, University of Wyoming
(307) 766-5752

MONTANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

MEMBERSHIP APPLICATION FORM

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Ms. (2)_____ Phone ( )_____ Date__/__/__
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Health Education	___	(6)
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THE RESOURCE

A NOTE FROM AAHPERD

Women Must Exercise More Than Men to Reduce Cholesterol

Controversy has surrounded the nature of research being carried on at the National Institutes of Health in Bethesda, MD. NIH, the nation's leading scientific research institution, has been criticized for conducting a vast majority of its studies with only male subjects. Yet the findings about men do not necessarily apply to women.

In a study published in the March 1991 issue of the *Research Quarterly for Exercise and Sport*, by the American Alliance for Health, Physical Education, Recreation, and Dance, Dr. Roger A. Hughes of Cameron University in Lawton, Oklahoma, and his colleagues contribute to righting this imbalance. Although previous studies have shown that a single bout of moderate exercise lowers cholesterol levels in men, until now no similar study had been conducted for women. And the researchers found that the results of the same study were not the same when women were studied. Unlike men, women experienced no reduction at all in their cholesterol levels after moderate exercise.

Hughes and his colleagues studied a group of women, aged 20 to 29, who engaged in vigorous exercise no more than once a week. The subjects' cholesterol levels were checked after they had exercised for 30 minutes. The researchers found that these levels were the same after exercise as before. They conclude that women may have to exercise longer or more consistently than men to get the same payoff.

For a copy of this study, send a self-addressed, stamped envelope to *Research Quarterly for Exercise and Sport*, Dept. CH390, AAHPERD, 1900 Association Drive, Reston, VA 22091.

CHILDHOOD FITNESS
Call for Information

The ERIC Clearinghouse on Teacher Education will be publishing a monograph concerning Childhood Fitness (ages 6-12).

The monograph will discuss childhood fitness from a research perspective. It will also provide practical information for education teachers and individuals who are working in non-school health and fitness settings with children.

If you think you would be interested in writing a chapter or submitting material for inclusion within a chapter, please contact Dr. Marjorie Leppo by June 1, 1991.

Office: Dr. Marjorie Leppo
Dept. of Physical Education & Recreation
Burr Gymnasium
Howard University
Washington, DC 20059
(202) 806-6794

Home: Dr. Marjorie Leppo
15606 Bradford Drive
Laurel, MD 20707
(301) 776-8092

NEWS from NASPE

Academy Grants

Grants are available from NASPE to its Academies to assist professionals in producing research, developing new knowledge, and applying research fundings which will prove useful to the profession and its members (NASPE Academies: Curriculum and Instruction; Exercise Physiology; Kinesiology; Motor Development; Sport Art; Sport History; Sport Philosophy; Sport Psychology; Sport Sociology). Members of the Academies are eligible to apply for the grants. Contact NASPE Academy Coordinator, Dr. Darrell Crase, Memphis State University, for details.

NASPE Development Fund

Through the NASPE Development Fund, members can support NASPE Academies, Committees, Councils, and special projects in their effort to improve all aspects of the professional. Contributions may be in the form of deferred gifts or current gifts. The NASPE office can furnish information about planned giving.

NASPE Awards

Now is the time to begin the process for nominating individuals for NASPE awards for 1992. These include the Teachers of the Year, Athletic Director of the Year, Hall of Fame, National Recognition, and Joy of Effort Awards. Contact the NASPE office for nomination procedures.

Fit to Achieve Summit

A National Fitness Summit is scheduled for May 1-3, 1991, in Washington, DC. The NASPE Fit to Achieve Committee, in cooperation with the President's Council on Physical Fitness and Sport and the Sporting Goods Manufacturers Association planned the Summit to coincide with Physical Education and Sport Week. The Summit purposes are to provide an opportunity for leaders in government, health, education, business, and sport to discuss the impact of fitness and appropriate levels of physical activity on individuals and on the future of this nation and to involve these leaders in developing an action plan for implementing quality physical education programs in Grades K-12. Further information about the Summit may be obtained for the NASPE office.

National Convention

"Say Yes to the Future...Quality Physical Education for Children" will be the theme of the National Conference on Teaching Elementary Physical Education, co-sponsored by the National Association for Sport and Physical Education (NASPE) and Human Kinetics Publishers.

The conference will be held August 10-12, 1991, at the YMCA of the Rockies' Estes Park Center, Colorado. It will bring together the nation's most respected elementary physical education professionals to lead workshops, small group sessions, discussions, and social and recreational activities.

Sessions will be led by 18 of the nation's leaders in the elementary physical education field, including Shirley Holt/Hale, George Graham, Robert Ritson, and John Bennett. Conferees will learn practical information that can be used in developing quality programs. Time will be allowed for question and answer sessions so conferees will leave knowing how to apply the information they receive at their schools. Additional sessions will focus on inclusion, fitness, movement exploration, dance, and the future of the profession.

"This is a unique opportunity for elementary physical educators from across the country to learn together and have an impact on the future of their profession," says Scott Wikgren, editor of Teaching Elementary Physical Education. "I'm thrilled to be working with NASPE and COPEC in putting together a super conference just for elementary physical educators. The energy and knowledge generated at this conference will propel our profession into the year 2000 and beyond."

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GUIDELINES
for Contributing Authors
to the
Montana Journal of Health, Physical Education, Recreation and Dance

GUIDELINES FOR PREPARATION OF MANUSCRIPTS

The *Montana Journal* is published each Fall and Spring by the Montana Association of Health, Physical Education, Recreation and Dance. Manuscripts should be sent to: Gene Burns, Editor *Montana Journal*, Department of Health and Physical Education, University of Montana, Missoula MT 59812. The title of the manuscript, the author name and affiliation, mailing address of primary author, and a brief biographical sketch of each author should appear on a cover title page.

MANUSCRIPT

Manuscripts must be typed on $8^1/_2$" by 11" white 25% bond paper and submitted in triplicate. Authors should adhere to the guidelines provided in the *Publication Manual of the American Psychological Association, 3rd Ed.*, (APA). Copies of this manual are found in most college and university libraries. Recommended length for manuscripts is 5-8 typed pages. However, one- or two-page manuscripts about such things as teaching or coaching points would be very appropriate, especially if a diagram or drawing were included. Manuscripts must be double-spaced including all block quotations, field notes, references, and tables. Tables, figures, and graphs must be clearly labeled and included on separate pages.

Deadline Dates for Submitting Material to the Journal

News/Dates/Announcements/Manuscripts

Fall Issue	September 15
Spring Issue	January 15

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